

'Championing children ; making a difference'



ST JOHN'S
A PRIORY ACADEMY



THE
PRIORY
FEDERATION
OF ACADEMIES TRUST

EYFS Curriculum Overview

"The goal of early childhood education should be to activate the child's own natural desire to learn." Maria Montessori

Early Years at St John's

The Foundation Stage at St John's is the starting point for children to ignite their passion and love of learning at St John's. We see it as being instrumental in laying down the foundations for their journey through education and the goal of being a life-long learner through a genuine love and excitement for the world around them.

Within our Early Years Foundation Stage (EYFS) we provide children with a broad range of learning experiences, to ensure that they are confident, eager and enthusiastic learners who have made a positive start to school. We recognise the importance of treating your child as an individual and offering your child a variety of experiences and activities which are designed to further their development process.

We also believe that learning should be serious fun – something that you enjoy whilst setting yourself the highest of expectations. At the heart of our curriculum is the notion that we provide a learning environment that empowers children to be championed – children who are great people who have a passion for learning and a passion for the success of their community

Much of the children's learning will be through structured play, where children are offered a range of activities each with an underlying educational purpose. Play is the means by which the children explore a variety of experiences in different situations for a variety of purposes. It is a process which provides for children a way of learning about the world around them. We plan activities and experiences that promote children's development and learning based on the 'Development Matters' in the Early Years Foundation Stage.

Curriculum Drivers



EYFS Long Term Curriculum Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	MARVELLOUS ME 	LET'S CELEBRATE 	OUR WONDERFUL WORLD 	AMAZING ANIMALS 	ONCE UPON A TIME 	TICKET TO RIDE 
Possible focus topics:	Starting School All about me My New Class My Family Being Kind	Birthdays Remembrance Day Diwali Christmas	Looking after our world Travelling around the world Comparing another country Space	Life cycles Spring Farming Easter	Story telling Story language/vocabulary	Transport Maps
Key texts:	                                 	Nativity & Christmas stories	Penguin Small	Non-fiction life cycle books (frog, caterpillar & hen)	Stone Soup	Busy Day Naughty Bus Astro Girl
Wow moments / Curriculum enrichment / trips/ workshops / visitors etc:	Oral Health Harvest Autumn trail	Nativity Production Christmas Children in Need Party	Growing Plants/bulbs We're Going on a Bear Hunt – theme day.	Creature Ark Caterpillars (Life Cycles) World Book Day Frogspawn (Life Cycles) Mother's Day Comic Relief	Share a story Parent's favourite books Prince and Princesses – theme day	Little City Role Play EYFS Assembly Sports Day

Literacy – Comprehension	Children to talk about the stories they have heard, recalling some characters and events that happened.	Children to retell the key events in stories and start to recall facts from non-fiction.	Children to describe the key events in stories or rhymes in some detail, to recall facts from non-fiction texts and predict what might happen next in a story.	Children to seek familiar texts or stories to re-read in the book area.	Children to explain what they have read or has been read to them.	Children to anticipate, where appropriate, key events in stories.
	Children to join in with familiar rhymes and songs.	Children to talk about what has happened in the story so far.	Children to use the language they have heard in stories in their play and discussions.	Children to request favourite stories and poems for example during Vote for a story.	Children to retell simple stories using their own words and recently introduced vocabulary.	Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Children to develop a love of stories and encouraged to listen attentively during daily story time opportunities.	Children will be encouraged to share their favourite books with an adult and children in the class.	Children to repeat and use new vocabulary in content of a story.	Children to describe a timeline of how plants grow.	Children to share a favourite book with a friend, retelling the story in their own way repeating known phrases from the text.	
	Children to repeat words and phrases from familiar stories	Children can retell a story using role-play or small world resources using some story language.		Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (non-fiction including life cycles).		

ELG: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

Literacy – Word Reading	Phase 2 Graphemes s a t p i n m d g o c k c k e u r h b f l	Phase 2 Graphemes ff ll ss j v w x y z zz qu - words with –s /s/ added at the end (hats sits) ch sh th ng nk words ending in s /z/ (his) and with –s /z/ added at the end (bags)	Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp longer words	Phase 3 Graphemes review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs words ending in –ing compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	Phase 4 Graphemes short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVC longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	Phase 4 Graphemes long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root words ending in: –er, –est
	Tricky Words is l the	Tricky Words as and has his her go no to into she he of we me be	Tricky Words was you they my by all are sure pure	Tricky Words No new tricky words	Tricky words said so have like some come love do were here little says there when what one out today	Tricky Words No new tricky words.

ELG: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

<p>Literacy – Writing</p>	<p>Focus - Representing name and initial letter sounds. Children will use a dominant hand. Children will develop a tripod grip.</p> <p>Children will demonstrate mark making, giving meaning to marks and labelling.</p> <p>Children will write initial sounds and simple captions.</p> <p>Children will use initial sounds to label characters / images.</p>	<p>Focus - Writing CVC words. Children will write their name by copying it from a name card or try to write it from memory.</p> <p>Children will practise correct letter formation using formation phrases from Little Wandle.</p> <p>Children will begin labelling using initial sounds.</p> <p>Children will start writing CVC words.</p> <p>Children will explore retelling stories in writing area.</p> <p>Children will verbally sequence stories and begin to find ways of recording.</p>	<p>Focus - Caption Writing and Tricky Words. Children will practise correct letter formation using formation phrases from Little Wandle.</p> <p>Children will write some of the taught tricky words.</p> <p>Children will extend independence when writing CVC words (use of sounds mats).</p> <p>Children will engage in guided writing based around developing simple sentences in a meaningful context.</p>	<p>Focus - Begin to write simple sentences. Children will practise correct letter formation using formation phrases from Little Wandle.</p> <p>Children will write captions and labels for non-fiction.</p> <p>Children will gain independence when writing simple sentences.</p>	<p>Focus - Writing simple sentences. Children will engage in writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Children will form lower-case and some capital letters correctly.</p> <p>Children will use familiar texts as a model for writing own stories.</p>	<p>Focus - Writing simple sentences and phrases that can be read by others. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Children will engage in guided and independent story writing.</p> <p>Children will write sentences using a range of tricky words that are spelt correctly.</p> <p>Children will begin to use full stops, capital letters and finger spaces.</p>
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ELG: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Mathematics	Number work is completed using the Mastering Number Scheme. White Rose is used to cover the Shape, Space and Measure element.					
	<p>Subitising Subitise within 3. Subitising with objects and sounds.</p> <p>Counting, ordinality and cardinality. Focus on counting skills.</p> <p>Composition Explore how all numbers are made of 1s. Focus on composition of 3 and 4.</p> <p>Comparison Comparison of sets - 'just by looking'. Use the language of comparison: more than and fewer than.</p> <p>WR – Shape, Space & Measure Match, sort and compare. Talk about measure and patterns. -</p>	<p>Counting, ordinality and cardinality. Focus on counting skills. Focus on the 'five-ness of 5' using one hand and the die pattern for 5. Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20.</p> <p>Composition Explore the concept of 'whole' and 'part'. Focus on the composition of 3, 4 and 5.</p> <p>Comparison Comparison of sets - by matching. Use the language of comparison: more than, fewer than, an equal number.</p> <p>WR – Shape, Space & Measure Circles and triangles. Shapes with 4 sides.</p>	<p>Subitising Subitise within 5 focusing on die patterns. Match numerals to quantities within 5.</p> <p>Counting, ordinality and cardinality. Counting – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number.</p> <p>Composition Focus on 5. Focus on 6 and 7 as '5 and a bit'. Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets equal.</p> <p>WR – Shape, Space & Measure Mass Capacity Length</p>	<p>Counting, ordinality and cardinality. Focus on the 'staircase' pattern and ordering numbers.</p> <p>Comparison Focus on ordering of numbers to 8. Use language of less than.</p> <p>Composition Focus on 7. Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes - odd and even numbers.</p> <p>WR – Shape, Space & Measure Height Time Explore 3D Shapes.</p>	<p>Subitising Subitising – to 6, including in structured arrangements.</p> <p>Counting, ordinality and cardinality. Counting – larger sets and things that cannot be seen.</p> <p>Comparison Comparison – linked to ordinality. Play track games.</p> <p>Composition Composition – '5 and a bit'. Composition - of 10.</p> <p>WR – Shape, Space & Measure Manipulate, compose and decompose. Sharing and grouping.</p>	<p>Assess and Review Subitise to 5. Introduce the rekenrek. Automatic recall of bonds to 5. Composition of numbers to 10. Comparison. Number patterns. Counting. - WR – Shape, Space & Measure Visualise build and map. Assess and Review.</p>

ELG: • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Communication and Language	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly reflections.					
	Listening, Attention and Understanding. -Learn new vocabulary. -Understand how to listen carefully and why listening is important. -Develop social phrases. -Listen carefully to rhymes and songs, paying attention to how they sound. -Respond to one step instructions.	Listening, Attention and Understanding. -Learn new vocabulary. -Engage in story times. -Learn rhymes, poems and songs. - Respond to two step instructions.	Listening, Attention and Understanding. -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Engage in non-fiction books.	Listening, Attention and Understanding. -Learn new vocabulary. -Ask questions to find out more and to check they understand what has been said to them. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening, Attention and Understanding. -Learn new vocabulary. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Listening, Attention and Understanding. -Learn new vocabulary. -Children will be able to have conversations with adults and peers with back-and-forth exchanges. -Children will follow complex instructions. -- Children will be able to use and understand a question such as who, what, where, when, why and how
	Speaking -Use new vocabulary through the day. -Children will talk in front of small groups and their teacher offering their own ideas and join in with social phrases. -Can use talk to support their imaginative play. -Can use talk to communicate needs, news, feelings and ideas.	Speaking -Use new vocabulary through the day. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities. -Learn rhymes, poems and songs.	Speaking -Use new vocabulary through the day. -Articulate their ideas and thoughts in well-formed sentences.	Speaking -Use new vocabulary through the day. -Listen to and talk about stories to build familiarity and understanding. -Use talk to explain how things work and why they might happen. -Can talk in sentences using conjunctions e.g. and, because	Speaking -Use new vocabulary through the day. -Use new vocabulary in different contexts. -Connect one idea or action to another using a range of connectives.	Speaking -Use new vocabulary through the day. -Use new vocabulary in different contexts. -Can use talk in sentences using a range of tenses.

ELG: Listening and Attention

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	<p>Gross Motor: Introduction to PE Children will use different travelling actions to follow a pathway to progress towards a more fluent style of moving. Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Children will skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Gross Motor: Fundamentals Children will revise and refine fundamental movement skills. Children will move safely in a space in different ways, including running, jumping and skipping. Children will use their core muscle strength to achieve a good posture when sitting on a table or sitting on the floor. Children will develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical activities.</p>	<p>Gross Motor: Dance Children will move safely with confidence and imagination, communicating ideas through movement with ease and fluency. Children will begin to use dynamics and expression. Children will combine different movements with ease and fluency. Children will progress towards a more fluent style of moving with developing control and grace.</p>	<p>Gross Motor: Gymnastics Children will create shapes and actions using different parts of their bodies and copy actions, linking simple actions together. Children will confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Children will develop overall body-strength, balance, co-ordination and agility.</p>	<p>Gross Motor: Ball Skills Children will be able to confidently and competently control a ball in different ways, including rolling, bouncing and dribbling of a ball. They will also develop throwing at a target.</p>	<p>Gross Motor: Games Children will be able to play by the rules and develop coordination. Children will apply skills such as running, balancing, changing direction, striking a ball and throwing. Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
	<p>Fine Motor: Children will use one-handed tools and equipment, for example, making snips in paper with scissors. Children will show a preference for a dominant hand. Children will begin to use a tripod grip when using mark making tools.</p>	<p>Fine Motor: Children will be increasingly independent as they get dressed and undressed, eg, putting coats on and doing up zips. Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Fine Motor: Children will use a comfortable grip with good control when holding pens and pencils. Children will develop dexterity for threading small items and manipulating small objects.</p>	<p>Fine Motor: Children will start to develop their small motor skills so that they can begin to use a range of tools competently, safely and confidently.</p>	<p>Fine Motor: Children will start to develop the foundations of a handwriting style which is fast, accurate and efficient. Children will hold scissors correctly and cut out small shapes.</p>	<p>Fine Motor: Children will show increased accuracy and care when drawing. Children will refine their small motor skills so that they can use a range of tools competently, safely and confidently.</p>

ELG: Gross Motor Skills
 • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills
 • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					
	Self-Regulation: -Children will recognise different emotions, including scared, excited, angry, frustrated, nervous, worried and joyful. -Children will focus during short whole class activities. -Children will learn to play and share with others, learning how to resolve conflicts	Self-Regulation: -Children will talk about how they are feeling and to consider others feelings. - Children will learn to become more resilient whilst working alongside their friends and developing the skill of perseverance.	Self-Regulation: -Children will be able to focus during longer whole class lessons. -Children will be able to talk about ways that skills can be improved and be encouraged to demonstrate pride in their achievements.	Self-Regulation: -Children will identify and moderate their own feelings socially and emotionally and think about the feelings of others.	Self-Regulation: -Children will be able to control their emotions using a range of techniques.	Self-Regulation: -Children will show an ability to follow instructions involving several ideas or actions.
	Managing Self -Children will learn to wash their hands independently. -Children will know some ways to keep healthy (toothbrushing, having a good sleep routine).	Managing Self: -Children will understand the need to have rules and talk about why they are important. -Children will begin to understand the importance of healthy food choices. -Children will persevere with fastenings on coats and follow instructions to change into wellies.	Managing Self: -Children will begin to show resilience and perseverance in the face of a challenge.	Managing Self: -Will try out new and different activities.	Managing Self: -Children will manage their own basic needs independently.	Managing Self: -Children are able to follow all of our 'Star Champion' rules and expectations in all areas of the school. -Children will know some ways to keep healthy (road safety/being a safe pedestrian)
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing different games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively					
	Building Relationships: -Children will see themselves as a valuable individual. -Children will begin to develop friendships. -Children will seek support from adults and gain confidence to speak to peers and adults.	Building Relationships: -Children will continue to interact with others and continue to build good relationships with adults and other children. -Children will identify when another child is upset and respond appropriately.	Building Relationships: -Children will be able to use taught strategies to support in turn taking.	Building Relationships: -Children will listen to the ideas of other children and agree on a solution and compromise.	Building Relationships: -Children will learn to work as a group. -Children will have the confidence to communicate with adults around the school.	Building Relationships: -To develop constructive and respectful relationships with peers and key staff.
ELG: Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Understanding the World	Past and Present: History Begin to make sense of their own life story and family's history. How things change across time. Baby-adult. Timeline of growth. Timeline of basic day activities.	Past and Present: Comment on images of familiar situations in the past (celebrations) Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past.	Past and Present: Listening to stories and placing events in chronological order.	Past and Present: Children will talk about past and present events in their lives and before they were born. (prehistoric animals) History Figure – Sir David Attenborough	Past and Present: Compare and contrast characters from stories, including figures from the past.	Past and Present: Children will learn about travel in the past and compare it to present day. Children will look at images of different modes of transport from the past and compare to present day.
	People and Communities: Geography Talk about members of their immediate family and community. Name and describe people who are familiar to them. Show interest in different occupations.	People and Communities: Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	People and Communities: Recognises some similarities and differences between life in this country and life in other countries. North and South pole. Penguins and polar bear linked. Living in cold places. Comparison of lifestyles. Compare to our known environments.	People and Communities: Describing the outdoor school environment and what the animals' needs are. Exploring the difference between life in our village to life on a farm.	People and Communities: Maps of Jack's garden and the route to market.	People and Communities: Draw information from a simple map.
	The Natural World: Science	The Natural World:	The Natural World:	The Natural World:	The Natural World:	The Natural World:
	Understand the effect of changing seasons on the natural world around them. Autumn/Winter Describe what they see, hear and feel whilst outside.		Understand the effect of changing seasons on the natural world around them. Winter/Spring Describe what they see, hear and feel whilst outside.		Understand the effect of changing seasons on the natural world around them. Summer Describe what they see, hear and feel whilst outside.	
	Explore the natural world around them. Snap Science – Bodies St John's Primary Staff Site - Bodies - All Documents	Talk about the differences between materials and the changes they notice (cooking).	Recognise some environments that are different to the ones in which they live. Understand the key features of the life cycle of a plant.	Understand the key features of the life cycle of an animal. Observational drawings of animals (minibeasts). Children will understand and use some language related to	Explore how things work – (making bridges for the Three Billy Goats). Plant seeds and care for growing plants (Jack and the Beanstalk).	Explore and talk about different forces that they can feel (gravity). Children will investigate floating and sinking, making observations and making their own boats.

	<p>What happens to the trees in Autumn St John's Primary Staff Site - What is happening to the trees - Autumn - All Documents</p> <p>Oral Health</p> <p>ICT – Barefoot Planning Busy Bodies Busy bodies</p>	<p>Snap Science - What happens to the trees in Autumn (continued) St John's Primary Staff Site - What is happening to the trees - Autumn - All Documents</p> <p>ICT – Barefoot Planning St John's Primary Staff Site - Awesome autumn - All Documents</p>	<p>Plant seeds and care for growing plants. Observational drawings of plants. Talk about the differences between materials and the changes they notice (freezing/melting).</p>	<p>animals e.g. camouflage, predator, nocturnal.</p>	<p>Talk about the differences between materials and the changes they notice (porridge Goldilocks).</p>	
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ELG: Past and Present

• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG: The Natural World

• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Expressive Arts and Design</p>	<p>Creating with materials: Art & DT Children will name colours. Children will experiment mixing with colours. Children will mark make simple representations of people / objects. Draw with increasing complexity and detail, such as representing a face with a circle and including detail.</p> <p>Famous Artist – Giuseppe Arcimboldo</p>	<p>Creating with materials: Children will experiment with different textures (linked to Celebrations theme). Children will use colours for a purpose (linked to Celebrations theme). Children will explore techniques for joining materials (Glue/PVA/Tape)</p>	<p>Creating with materials: Children will safely explore different techniques for joining materials (Glue/PVA/Tape) Children will share their creations. Children will use a range of tools to mark make (pencils/pastels/chalk). Children to develop their observational drawing skills.</p>	<p>Creating with materials: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Children make some independent choices about the resources needed and talk about their creations.</p>	<p>Creating with materials: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Famous Artist: Andy Goldsworthy</p>	<p>Creating with materials: Children will plan and adapt their work. Children will make and use their own props for role-play purposes. Children will create collaboratively, sharing ideas, resources and skills. Children will share creations, talk about process and evaluate their work.</p>
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	<p>Being imaginative and expressive: Music Children will sing and perform nursery rhymes. Children will learn and perform at the Harvest Festival. Children will start to use costumes and props to act out narratives in the role play areas. Listen with increased attention to sounds.</p>	<p>Being imaginative and expressive: Remember and sing entire songs. Children will start to explore moving in time to music and dance movements to express their feelings. Children will experiment with different instruments and their sounds. Children will perform during the Nativity.</p>	<p>Being imaginative and expressive: Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Being imaginative and expressive: Explore and engage in music making and dance, performing solo or in groups. Children will learn a familiar story and act it out. Children develop their use of costumes and props to act out narratives in the role play areas</p>	<p>Being imaginative and expressive: Develop storylines in their pretend play (linked to Once Upon a Time theme). Sing in a group or on their own, increasingly matching the pitch and following the melody. (BBC Jack and the Beanstalk songs)</p>	<p>Being imaginative and expressive: Children will invent their own narratives, stories and poems. Children will look at different Artists and their work; recreating it</p>

ELG: Creating with materials

• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

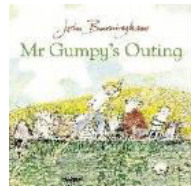
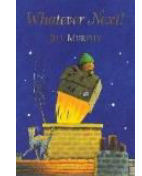
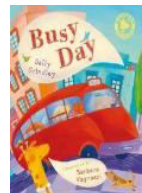
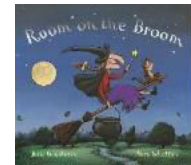
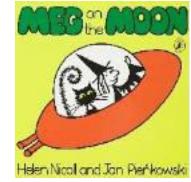
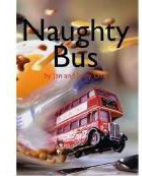
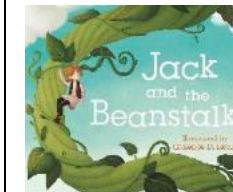
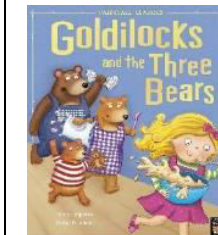
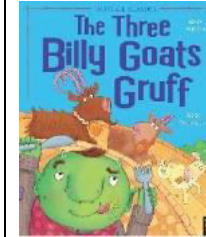
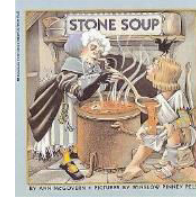
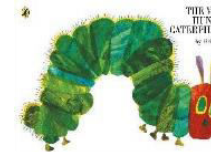
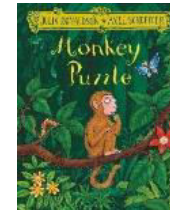
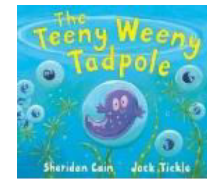
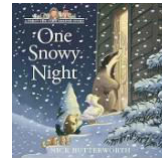
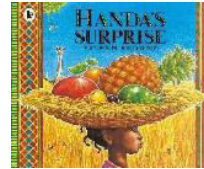
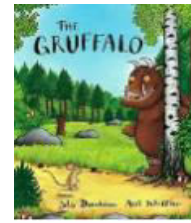
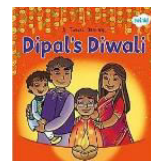
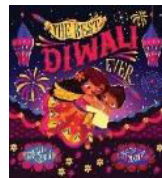
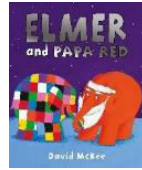
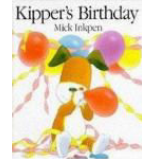
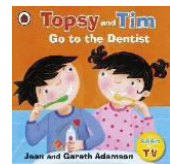
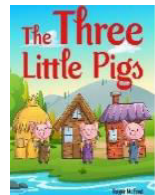
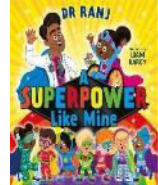
ELG: Being imaginative and expressive:

• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS Writing Overview – Drawing Club

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Focus Books
taken from
Long Term
Curriculum Plan**



**Writing focus
taken from long**

**Focus - Representing
name and initial letter
sounds.**

**Focus - Writing CVC
words.**

**Focus - Caption
Writing and Tricky
Words.**

**Focus - Begin to write
simple sentences.**

**Focus - Writing simple
sentences.**

**Focus - Writing simple
sentences and**

<p>term curriculum plan.</p>	<p>Children will use a dominant hand.</p> <p>Children will develop a tripod grip.</p> <p>Children will demonstrate mark making, giving meaning to marks and labelling.</p> <p>Children will write initial sounds and simple captions.</p> <p>Children will use initial sounds to label characters / images.</p>	<p>Children will write their name by copying it from a name card or try to write it from memory.</p> <p>Children will practise correct letter formation using formation phrases from Little Wandle.</p> <p>Children will begin labelling using initial sounds.</p> <p>Children will start writing CVC words. Children will explore retelling stories in writing area.</p> <p>Children will verbally sequence stories and begin to find ways of recording.</p>	<p>Children will practise correct letter formation using formation phrases from Little Wandle.</p> <p>Children will write some of the taught tricky words. Children will extend independence when writing CVC words (use of sounds mats).</p> <p>Children will engage in guided writing based around developing simple sentences in a meaningful context.</p>	<p>Children will practise correct letter formation using formation phrases from Little Wandle.</p> <p>Children will write captions and labels for non-fiction.</p> <p>Children will gain independence when writing simple sentences.</p>	<p>Children will engage in writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Children will form lower-case and some capital letters correctly.</p> <p>Children will use familiar texts as a model for writing own stories.</p>	<p>phrases that can be read by others. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Children will engage in guided and independent story writing.</p> <p>Children will write sentences using a range of tricky words that are spelt correctly.</p> <p>Children will begin to use full stops, capital letters and finger spaces.</p>
<p>Drawing Club Focus using the texts above.</p>	<p>Vocabulary Representing name and initial letter sounds.</p>	<p>Initial letter sounds. Writing CVC words.</p>	<p>CVC words, caption writing and tricky words.</p>	<p>Begin to write simple sentences including tricky words.</p>	<p>Writing simple sentences.</p>	<p>Extended sentences</p>